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ABSTRACT

This self-instructional curriculum module was developed to assist with early childhood special education program planning, by providing references to curricula and textbooks, curriculum guides, journal articles, videos, and demonstration model materials appropriate for self-instruction. The module is designed to help individuals locate information for self-instruction leading to three levels of knowledge: awareness; practical working knowledge; or expert. The module builds on identified key competencies for preschool personnel by connecting appropriate references and materials to specific content areas and competencies. Content areas include: model intervention programs and service delivery options; environmental characteristics and developmentally appropriate curriculum; methods for specific disabilities, individualized planning, and individualized education program development; methods for systematic instruction within a developmentally appropriate curriculum; family focused intervention; and evaluation of child and family outcomes. (Contains 121 references.) (PB)

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BLUMBERG CENTER
for Interdisciplinary Studies
in Special Education

A Self-Instructional Module: Curriculum and Methods for Working with Three-Through-Five-Year-Old Children with Disabilities

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Funded by
The Indiana Department of Education, Division of Special Education

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Field Test Edition

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Indiana State University

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This self-instructional module as disseminated in September 1991 was prepared by the staff of Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University, (Terre Haute) with support from the Indiana Department of Education, Division of Special Education, Project Number 457-DISC-901. The views expressed in this module do not necessarily reflect the opinions of the Indiana Department of Education and no official endorsement should be inferred. The material contained in this document does not necessarily reflect the position or disposition of the administrators or the Board of Trustees of Indiana State University.

Foreword

The Self-Instructional Curriculum Module (SIM) was developed to assist personnel in Indiana with early childhood special education program planning by providing curriculum references and materials appropriate for self-instruction. The SIM includes suggested readings, competency based activities and recommended videos.

The SIM is designed to help individuals locate curriculum information, resources, and materials at an awareness level, a practical working knowledge level, and an expert level.

Leaders in the field of early childhood special education have identified important curriculum competencies for preschool personnel. The SIM builds on this knowledge by connecting appropriate references and materials to specific content areas and competencies. In addition, users can identify their needs by locating where they fit within a hierarchy of knowledge levels.

The references contained in the SIM can also be found in a document developed by Blumberg Center titled **The Revised Master Resource List (MRL) of Self-Instructional Early Childhood Special Education Materials** (Wolfe, Schollaert, Littlejohn, 1991). The MRL contains specific reference information to help users locate where to purchase the materials or where to borrow materials from resource centers in Indiana.

Since this is a field study document, we encourage you to use this module and to send us corrections, comments, and any additional resources that you have found helpful. Based on feedback and continued research of materials, modifications will be made to the next edition. Please send responses to:

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Introduction

This self-instructional curriculum module (SIM) contains suggested textbooks, curriculum guides, videotapes, journal articles, and demonstration model materials that may be used by a variety of personnel who provide services to three-through-five-year-old children with disabilities. These resources have been compiled from many sources such as The National Association for the Education of Young Children (NAEYC); The Council for Exceptional Children, Division for Early Childhood (DEC); The National Early Childhood Technical Assistance System (NEC*TAS); and Head Start's Regional Access Project (RAP).

Suggested readings, competency-based activities and pertinent video tapes recommended for viewing are included under three Levels of Knowledge for six Content Areas. The selected materials and information included in the SIM represent a "starter list" of available references that have proven useful to professionals in the field. The module is designed to enable users to add other listings to the "starter list" and also provides space for useful comments.

The Organization of the SIM: Levels of Knowledge

To assist individuals in selecting the most appropriate reference materials, the SIM is divided into three levels. Materials are organized according to the following three Levels of Knowledge:

- ❒ Awareness Level
- ❒ Working/Practical Level
- ❒ Expert Level

Description of Levels of Knowledge

The Levels of Knowledge were adapted from a document prepared by the Personnel Preparation/ Teacher Certification Task Force for Indiana titled **Core Competency Matrix for Early Childhood Personnel Preparation** (Kontos, Harbin, Hawley, Lewark, McCarty, Mills, Repp, Seet, 1988). The following section describes each of the three Levels of Knowledge; the type of materials and references included; and the potential target audiences.

❒ Level One

Awareness These references provide an overview of specific topics or competency areas within the field of early childhood special education. The awareness level includes a set of initial readings and materials that:

- ❒ require a limited amount of time to read or view
- ❒ are easy to read
- ❒ are well organized
- ❒ are readily available
- ❒ give an insightful overview

Target Audience for the Awareness Level Awareness level reference materials are appropriate for use by superintendents, building principals, administrators or directors of special education services, school board members or other decision makers, teachers, related service personnel, parents, or volunteers.

❒ Level Two

Working Knowledge These references provide practical ideas, information, and teaching strategies to use in providing direct service to preschool children with and without disabilities. The working/practical level includes readings, materials, and competency-based activities that:

- ❒ directly apply to daily programming
- ❒ are well organized
- ❒ are available for loan
- ❒ may be purchased for a central library or individual preschool classroom
- ❒ provide a number of implementation strategies
- ❒ provide alternative options for application
- ❒ provide strategies for parents to implement

Target Audience for the Working/Practical Level Working/practical level reference materials are appropriate for use by direct service providers such as teachers, teaching assistants, related service providers, or parents. These references would assist persons who already possess awareness level knowledge and wish to expand their expertise.

❒ Level Three

Expert These references provide all of the working/practical level information plus strategies for supervising preschool personnel, presenting inservice and preservice training, and providing

consultation or technical assistance. The expert level materials contain readings, training materials, and competency-based activities that:

- ❒ are likely to have more in-depth coverage of content
- ❒ are inclusive of empirically and theoretically based information
- ❒ are flexible and apply to a number of settings or classrooms

Target Audience for the Expert Level Expert level reference materials are appropriate for use by early childhood special education coordinators who are responsible for supervising a number of preschool programs and/or providing preservice and inservice training to preschool personnel, lead or master teachers, university and state agency personnel who are involved in training, and parents who are responsible for parent-involvement training. These references would also assist persons who already possess practical working knowledge and wish to expand their expertise.

The Organization of the SIM: Content Areas

The selection of content areas for the SIM was influenced by the Council for Exceptional Children, Division for Early Childhood's White Paper titled **Recommendations for Certification of Early Childhood Special Educators** (McCollum, Kaiser, McCartan, and McLean, 1989). The White Paper identifies curriculum competencies recommended for inclusion in training programs for early childhood special education personnel serving three-through-five-year-old children. The SIM, however, takes the listed competencies and goes a step further by linking specific resources and materials to each of the recommended curriculum competencies and organizes them into six Content Areas.

Under each of the three levels, Awareness Knowledge, Working Knowledge, and Expert Knowledge, the SIM is subdivided into the following six Content Areas:

- ❒ Model Intervention Programs and Service Delivery Options
- ❒ Environmental Characteristics and Developmentally Appropriate Curriculum
- ❒ Methods for Specific Disabilities, Individualized Planning and IEP Development
- ❒ Methods for Systematic Instruction Within a Developmentally Appropriate Curriculum
- ❒ Family Focused Intervention
- ❒ Evaluation of Child and Family Outcomes

Description of the Content Areas

The SIM connects curriculum competencies via Content Areas to appropriate references and materials. The following section describes in more detail the specific content areas included in the SIM and specifies the curriculum competencies outlined by McCollum et al., (1989, p. 210).

1. Model Intervention Programs and Service Delivery Options

Materials give an overview of models of early intervention with varying philosophical bases, including assumptions about development and learning, goals, methods and applicability, and relevance of these models for preschoolers with special needs.

Service delivery options are given that include descriptions of alternatives for where services occur, discussions about who delivers

services, listings of who are the primary recipients of services, and options for changes in services with development.

2. **Environmental Characteristics and Developmentally Appropriate Curriculum**

References describe characteristics of environments and provide instructional strategies that facilitate development, learning, and independence in preschoolers.

Developmental intervention curricula is presented for preschoolers across all areas of development and learning including language and communication, sensorimotor, cognitive, emotional, social, and motor.

3. **Methods for Specific Disabilities, Individualized Planning and IEP Development**

Intervention curricula is presented and methods for preschoolers with specific disabilities including motor, sensory, health, emotional, and mental impairments are included.

References are included for IEP development for the child with teaching approaches in partnership between family members and relevant professionals.

4. **Methods for Systematic Instruction within a Developmentally Appropriate Curriculum**

Methods to provide individual and group intervention in a variety of settings including play, environmental routines, parent-mediated activities are given. Systematic instructional situations relevant for preschoolers, including methods for language/communication, sensorimotor, cognitive, emotional, social, and motor development are provided.

Integration of knowledge and strategies from multiple disciplines in design and implementation of structured and unstructured intervention activities are described.

5. **Evaluation of Child and Family Outcomes**

Effective methods for monitoring, summarizing, and evaluating the acquisition of child and family outcomes are offered as outlined on the IEP.

6. **Family Focused Intervention**

Support and facilitation of family/child interactions as primary contexts for learning and development in preschoolers are referenced.

How to Use the SIM

The framework for the SIM organizes curriculum competencies into six Content Areas within a Levels of Knowledge hierarchy. The following examples illustrate how easy the SIM is to use.

Example One

An elementary principal or director of special education wants an overview of service delivery options. The principal or director would select references from the awareness level under **Content Area 1. - Model Intervention Programs and Service Delivery Options**. He/she would refer to the **Revised Master Resource List (MRL)** (Wolfe, et al., 1991) to locate specific references. These references would give a quick, easy to read overview of service delivery options.

Example Two

A preschool teacher would like some ideas for adapting gross motor activities for a child with an orthopedic impairment. She would choose materials from the working/practical level under **Content Area 3. - Methods for Specific Disabilities** or **Content Area 4. - Methods for Systematic Instruction Within a Developmentally Appropriate Curriculum** and check the **MRL** (Wolfe et al., 1991) for information to help locate the materials. These references would give practical ways to apply adaptations in the classroom on a daily basis.

Example Three

An early childhood special education coordinator is preparing to conduct an inservice training session on appropriate environments. She would select materials from the expert level under **Content Area 2. - Environmental Characteristics and Developmentally Appropriate Curriculum** and consult the **MRL** (Wolfe, et al., 1991) in order to find the materials. These references would give ideas for conducting the training session, videotapes to use during the presentation, and actual activities and/or handouts to use during training.

References

Kontos, S., Harbin, G., Hawley, B., Lewark, C., McCarty, D., Mills, J., Repp, P. L. , Seet, J. (1988). Core Competency Matrix for Early Childhood Personnel Preparation. Indianapolis, IN: Indiana Department of Education, Division of Special Education.

McCollum, J., Kaiser, C., McCartan, K., McLean, M. (1989). Certification recommendations. Recommendations for certification of early childhood special educators. Journal of Early Intervention, 13:3, 195-211.

Wolfe, P.S., Schollaert, A.J., Littlejohn, W.R. (1991). Master Resource List of Self-Instructional Early Childhood Special Education Materials. Terre Haute, IN: Blumberg Center for Interdisciplinary Studies in Special Education, Indiana State University.

Level of Knowledge: Awareness

1. Model Intervention Programs and Service Delivery Options

Title of Reference	Where in the Reference	Comments
Linder, T. (1983). **Early Childhood Special Education: Program Development and Administration**	**Chapter 2- Conceptualizing and Developing a Program** pages 21-44 **Chapter 4- Coordinating Community Resources** pages 63-94 **Chapter 6- Selecting and Using Curricula** pages 123-152	Chapter 2 provides a framework and process model for service delivery systems. Chapter 4 explains rationale and barriers to interagency coordination, a model for planning and implementing local coordinated efforts. Chapter 6 describes various approaches to curriculum. This reference textbook is also helpful across all Levels of Knowledge and Content Areas.
Kaiser, C.E. (1982). **Young and Special: Why Can't They Wait 'Till They're Older? Value of Early Intervention**	**Number 2**-30 minute video plus guide with activities and selected readings	This video shares the value of early intervention.
Cryer, D., & Harms, T. (1991). **Raising America's Children-A Video Series**	**Number 6**- Meeting Special Needs-30 minute video plus viewer's guide with activities and follow-up readings	This video focuses on alternatives for the care and education of young children with special needs.

1. Model Intervention Programs and Service Delivery Options (Continued)

Title of Reference	Where in the Reference	Comments
Arambarri, N., Brown, C., Bostick, M., Carter, R., Jones, J. (1990). **Best Practice Guidelines for Idaho Early Childhood Special Education Programs: A Self-Study Guide**	**Section 4- Program Delivery Models and Related Services** pages 23-35	This self-study instrument to assess both strengths and areas for improvement in ECSE programs. See SIM Expert Level #6 for listing of all areas covered in this instrument.
Gaetz, J., and others (1987). **To Be The Best That You Can Be: A Self-Study Guide for Early Childhood Special Education Programs and Staff**	**Section 3-Program Specifics** pages 19-29	Self-study guide to evaluate program strengths and weaknesses. Section 3 deals with program delivery models. See SIM Expert Level #6 for listing of all areas covered in this self-study guide
Schweinhart, L.J. (1988). **A School Administrator's Guide to Early Childhood Programs**		This is an Administrator's guide to implementing the High/Scope Model - a Cognitively Oriented Curriculum.

2. Environmental Characteristics and Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Bredekamp, S. (1986). **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8**	**Part 4- Developmentally Appropriate Practice in Programs for 3-Year-Olds** pages 47-50 **Part 5- NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4-5 Year-Olds** pages 51-59	This reference represents the early childhood profession's consensus definition of developmentally appropriate practice in early childhood programs. Explains appropriate and inappropriate practices. This journal article is helpful across all Levels of Knowledge and Content Areas.
McDonnell, A., & Hardman, M. (1988). A synthesis of "best practice" guidelines for early childhood services. Journal of the Division for Early Childhood, 12: 4, 328-341.	Journal article	These authors define exemplary early childhood special education services that are (a) integrated, (b) comprehensive, (c) normalized, (c) adaptable, (d) peer and family-referenced, and (e) outcome-based. This journal article is helpful across all Levels of Knowledge.
NAEYC. **Appropriate Curriculum for Young Children: The Role of the Teacher**	Videotape- 28 minutes	This video illustrates the important role of the adult in a play-oriented environment and shows the adult's role in child-initiated activities.

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
NAEYC. **Developmentally Appropriate Practice: Birth Through Age 5**	Videotape- 27 minutes	This video depicts teachers and children in action in developmentally appropriate programs. Also points out inappropriate practices.
Teaching Strategies. (1988). **The Creative Curriculum for Early Childhood**	Videotape- 37 minutes	This video illustrates how teachers set the stage for learning, how teachers and children interact and learn in seven interest areas: blocks, house corner, table toys, art, sand and water, library, and outdoors.
NAEYC, National Association of Early Childhood Specialists and State Departments of Education (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 46:3, 21-39.	Journal article	These guidelines provide guidance in appropriate early childhood curriculum and assessment. This journal article is helpful across all Levels of Knowledge for curriculum and assessment.

3. Methods for Specific Disabilities, Individualized Planning and IEP Development

Title of Reference	Where in the Reference	Comments
Cook, R.E., Tessier, A., & Armbruster, V.B. (1987). **Adapting Early Childhood Curricula for Children with Special Needs**	**Chapter 4- Developing Intervention and Instructional Strategies** pages 79-116	Chapter 4 discusses the development of IEP's. See SIM Practical Level #3 for listing of all sections of this textbook.
Butruille, S.G. (1990). **Super Groups Videos**	Videotape- **Come Join In! Guidelines for Successful Group Time** Videotape- **Give Yourself A Hand- Guidance Techniques for Successful Group Times**	This video illustrates teaching strategies for group time.
Chapel Hill Training-Outreach. **The Individualized Education Program**	Slide/Tape; VHS 8 minutes	This slide/tape shows guidelines for developing and implementing individual programs.
Head Start Bureau. **Individualization in Head Start**	Videotape- 15 minutes	
Kaiser, C.E. (1982). **Young and Special Video Series**	30 Videotapes-30 minutes each	These videos also come with a guide containing activities and selected readings for each video.

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Cryer, D., & Harms, T. (1991). **Raising America's Children-A Video Series**	Package of 10 Video Programs 30 minute tapes titled: **The Nurturing Community; A Secure Beginning; Relating to Others; Playing and Learning; Listening and Talking; Meeting Special Needs; Thinking and Creating; Healthful Habits; Coping with Stress; A Sense of Self**	Each video focuses on one aspect of development. See SIM Expert Level #4 for description of **The Study Guide to Accompany the Video Series.**
Sharp, C. (1988). **Good Talking With You Series**	Series of videos titled: **Oh Say What They See: An Introduction to Indirect Stimulation Techniques; Let's Talk: First Steps to Conversation; Now You're Talking: Techniques that Extend Conversations; Between You and Me: Facilitating Child-to-Child Conversations; Space to Grow: Creating An Environment that Supports Language Acquisition**	These videos assist with the development of communication skills.

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Playpower. **Child's Play: The World of Learning**	Videotape	This video deals with normal development.
Brown, J.F. **Curriculum Planning for Young Children**	Taken from the journal **Young Children**	This reference shows how children learn through play and the basics of a good program.

5. Family Focused Intervention

Title of Reference	Where in the Reference	Comments
Linder, T. (1983). **Early Childhood Special Education: Program Development and Administration**	**Chapter 7- Parent Involvement** pages 153-184	Chapter 7 provides a rationale and alternatives for parental involvement.
Anderson, W., Chitwood, S., Hayden, D. (1990). **Negotiating the Special Education Maze: A Guide for Parents and Teachers**		This book presents a step-by-step guide for parents and professionals. Encourages equal partnership in decision making and includes checklists, exercises and charts.
Kaiser, C.E. (1982). **Young and Special: What Do I Tell The Parents? Working with Parents**	**Number 4**- 30 minute video plus guide with activities and selected readings	
Honig, A.S. **Parent Involvement in Early Childhood Education**		This reference offers alternative ways to involve parents in early childhood education.
Shepard, L. (1981). **Parent's Helper- For Parents of Children Ages 1-5**	**Chapter 1 - How and What Children Learn** **Chapter 3 - Sample Learning Activities/Opportunities**	This book is designed to help parents improve their skills to expand and broaden the learning experiences and opportunities of their children.

5. Family Focused Intervention (Continued)

Title of Reference	Where in the Reference	Comments
Seligman, M. (1979). **Strategies for Helping Parents of Handicapped Children**		This reference provides strategies for teachers regarding a basic understanding of family dynamics, home-school relationships, and communication techniques to develop facilitative parent-teacher relationships.
Klein, M.D. (1990). **Parent Articles for Early Intervention**	Twelve major topics, 102 articles	This reference contains brief articles to duplicate and share with families.

6. Evaluation of Child and Family Outcomes

Title of Reference	Where in the Reference	Comments
Linder, T. (1983). **Early Childhood Special Education: Program Development and Administration**	**Chapter 9 - Evaluation** pages 217-240	Chapter 9 demonstrates the parallel between program evaluation and child evaluation in both formative and summative methods.
Kaiser, C.E. (1982). **Young and Special: Can You Really Test Them At That Age? Identification, Screening, and Assessment**	**Number 8** - 30 minute video plus guide with activities and selected readings	
NAEYC, National Association of Early Childhood Specialists and State Departments of Education (1991). Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8. Young Children, 46:3, 21-39.	Journal article	These guidelines provide guidance for appropriate early childhood curriculum and assessment. This journal article is helpful across all Levels of Knowledge for curriculum and assessment.

Self-Instructional Curriculum Module

Level of Knowledge: Awareness

Title of Reference	Where in the Reference	Comments

Level of Knowledge: Working/Practical

1. Model Intervention Programs and Service Delivery Options

Title of Reference	Where in the Reference	Comments
Bagnato, S.J., Neisworth, J.T., & Munson, S.M. (1989). **Linking Developmental Assessment and Early Intervention: Curriculum-Based Prescriptions**	**Chapter 5 - Developmental Curricula: Design and Content** pages 133-151	Chapter 5 describes models, categories, and how curriculum content is organized. Considerations in curriculum evaluation are also covered. This reference textbook is helpful across all Levels of Knowledge and Content Areas.
Peterson, N.L. (1987). **Early Intervention for Handicapped and At-Risk Children: An Introduction to Early Childhood-Special Education**	**Chapter 8 - Service Delivery Approaches** pages 327-368 **Chapter 9 - Program Models for Early Intervention** pages 369-408	Chapter 8 and Chapter 9 delineate a variety of service delivery options and various model programs. This reference textbook is also helpful across all Levels of Knowledge and Content Areas.
Linder, T.(1983). **Early Childhood Special Education: Program Development and Administration**	**Chapter 4–Coordinating Community Resources**	Service delivery options This reference textbook is also helpful across all Levels of Knowledge and Content Areas.

1. Model Intervention Programs and Service Delivery Options (Continued)

Title of Reference	Where in the Reference	Comments
Lewis, L. (1989). **We're In This Together (WIT): A Resource Manual for Integrating Young Handicapped Children**	Training materials for conducting 5 in-service sessions for preschool staff involved in integration. **Session 1 - Preparing the Environment for a Child with a Handicapping Condition; Session 2 - Teaching Strategies; Session 3 - Behavior Management; Session 4 - Dealing with Parents; Session 5 - Handicapping Conditions**	The WIT is an in-service training manual to prepare general early childhood personnel to integrate children with disabilities into their programs. Specific target audience - Integration Coordinators.
Thurman, S.K. (1990). **Infants and Young Children with Special Needs: A Developmental and Ecological Approach**		This reference textbook is helpful across all Levels of Knowledge and Content Areas.

2. Environmental Characteristics and Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Harms, T., & Clifford, R.M. (1980). **Early Childhood Environment Rating Scale**	The 37 items in the Rating Scale are divided into seven subscales: **Personal Care Routines; Furnishings and Displays; Language-Reasoning Experiences; Fine and Gross Motor Activities; Creative Activities; Social Development; Adult Needs**	The **ECERS** is an easy to use rating instrument for evaluating early childhood educational settings.
Skellenger, A., McEvoy, M., McConnell, S., Odom, S. (1991). **Environmental Arrangements Intervention Manual**		This text provides methods for implementing environmental arrangement strategies to promote the acqusition and generalization of social interaction skills.
Dodge, D.T. (1988). **The Creative Curriculum for Early Childhood**	The curriculum guide contains sections on: **Setting the Stage; Blocks; House Corner; Table Toys; Art; Sand and Water; Library; Outdoors; Letters to Parents**	This curriculum provides a framework for a developmentally appropriate program.

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Hohmann, M., Banet, B., Weikart, D.P. (1979). **Young Children in Action**	The curriculum guide contains sections on: **Introduction: A curriculum framework and Adaptations of the curriculum; Part 1: The classroom, the day , the staff; Part 2: Key experiences for cognitive development**	This manual, designed for preschool teachers, provides a framework for implementing a Cognitively Oriented preschool Curriculum. See SIM Expert Level # 2 for a description of the **Study Guide To Young Children in Action**
Graves, M. (1989). **The Teacher's Idea Book: Daily Planning Around the Key Experiences**		This reference contains teaching suggestions for High/Scope "key experiences" in active learning, language, representation, classification, seriation, number, space and time.
Kritchevsky, S., Prescott, E., & Walling, L. **Planning Environments for Young Children: Physical Space**		This NAEYC publication covers learning environments and program management.
Derman-Sparks, L. & the A.B.C. Task Force **Anti-Bias Curriculum: Tools for Empowering Young Children**	**Chapter 5 - Learning About Disabilities**	This reference provides activities for eliminating barriers based on abilities.

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Froschl, M., Colon, L., Rubun, E., Sprung, B. (1984). **Including All Of Us: An Early Childhood Curriculum About Disabilities**		**This is an inclusive curriculum - one that is nonsexist, multicultural, and includes images of children and adults with disabilities - can be integrated naturally into the early childhood learning environment.**

3. Methods for Specific Disabilities, Individualized Planning and IEP Development

Title of Reference	Where in the Reference	Comments
Cook, R.E., Tessier, A., & Armbruster, V.B. (1987). **Adapting Early Childhood Curricula for Children with Special Needs**	Sections include: **Providing for Special Needs in Early Education; The Challenge; Recognizing Special Educational Needs: Identification and Assessment; Developing Intervention Strategies; Promoting Social and Emotional Development; Helping Young Children Develop Motor Skills; Nurturing Communication Skills; Encouraging Cognitive Skill Development, Active Learning, and Problem Solving; In Partnership with Parents; Effective Use of Paraprofessionals and Volunteers in the Classroom**	This reference textbook is helpful across all Levels of Knowledge and Content Areas.
Bailey, D.B., & Wolery, M. (1984). **Teaching Infants and Preschoolers with Handicaps**		This textbook combines developmental and behavioral approaches to early education. This reference textbook is helpful across all Levels of Knowledge and Content Areas.

3. Methods for Specific Disabilities, Individualized Planning and IEP Development (Continued)

Title of Reference	Where in the Reference	Comments
Allen, K.E. **The Exceptional Child: Mainstreaming in Early Childhood Education**		This textbook contains sections that cover specific disability areas and developmental skill domains for children with and without disabilities. This reference textbook is helpful across all Levels of Knowledge and Content Areas.
Head Start **Mainstreaming Preschoolers Manuals**	To be reprinted in the summer of 1992	Individual manuals for each primary disability area are included in the set.
Souweine, J., Crimmins. S., & Mazel, C. **Maistreaming: Ideas for Teaching Young Children**		This reference provides ideas for activity planning, dealing with difficult behavior, setting up the classroom, and working with parents.
Santa Cruz County Office of Education (1987). **Help for Special Preschoolers Ages: 3 to 6 Activities Binder**	Includes sections on: **Self Help; Motor Development; Communication; Social Skills; Learning/Cognitive**	This binder offers instructional activities that parallel the **Help for Special Preschoolers Assessment Checklist.**

3. Methods for Specific Disabilities, Individualized Planning and IEP Development (Continued)

Title of Reference	Where in the Reference	Comments
Strickland, B.B. & Turnbull, A.P. (1990). **Developing and Implementing Individual Education Programs**	**Part 1 Procedural Guidelines for IEP Development; Part 2 Mechanics of IEP Development; Part 3 Implementation of the IEP**	

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Safford, P.L. (1989). **Integrated Teaching in Early Childhood: Starting in the Mainstream**	**Part II - Methods for Meeting Special Needs of Young Exceptional Children** pages 95-264	Part II is organized into chapters covering specific disabilities. This reference textbook is also helpful across all Levels of Knowledge and Content Areas and presents ways to adapt curriculum for special needs.
Odom, S.L., Bender, M.K., Stein, M.L., Doran, L.P., Houden, P.M., McInnes, M., Gilbert, M.M., Deklyen, M., Speltz, M.L., Jenkins, J.R. (1988). **The Integrated Preschool Curriculum: Procedures for Socially Integrating Young Handicapped and Normally Developing Children**	Sections include: **Social Integration Activities - Functional, Constructive, Sociodramatic, Games; Assessment; Direct Instruction of Social Skills; Adapting for Different Types of Classes and Handicapping Conditions of Students**	This curriculum provides activities to promote social integration and competence.
Ostrosky, M.M., & Kaiser, A.P. (Summer, 1991). Preschool classroom environments that promote communication. Teaching Exceptional Children, pp 6-10.	Journal article	Special Focus: Engagement

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
McWilliam, R.A. (Summer, 1991). Targeting teaching at children's use of time: Perspectives on preschoolers' engagement. Teaching Exceptional Children, pp 42-47.	Journal article	Special Focus: Engagement
Jones, H.A. & Warren, S.F. (Summer, 1991). Enhancing engagement in early language teaching. Teaching Exceptional Children, pp 48-50.	Journal article	Special Focus: Engagement
Houle, G.B. (1987). **Learning Centers for Young Children: To Be Built in Classrooms and other Places Where Children Gather to Learn**		Sixteen learning centers are sketched and described. The educational value, materials needed, general comments, and vignettes are given for each.
Strickland, D.S. & Morrow, L.M. **Emerging Literacy: Young Children Learn to Read and Write**		This book describes how young children learn to read and write.

Level of Knowledge: Working/Practical

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Sanford, A.R., Williams, J.M., James, J.C. & Overton, A.K. (1983). **A Planning Guide to the Preschool Curriculum**		
Musselwhite, C.R. (1986). **Adaptive Play for Special Needs Children: Strategies to Enhance Communication and Learning**		This textbook provides specific strategies for adapting play in order to meet the special needs of young children with disabilities.

5. Family Focused Intervention

Title of Reference	Where in the Reference	Comments
Klein, M.D. (1990). **Parent Articles for Early Intervention**	Twelve major topics, 102 articles	**Brief articles to share with families are included which cover: motor, movement, equipment, communication, vision, hearing, cognition, play, personal care, feeding, emotional development, social development, and family.**
Pueschel, S.M., Bernier,J.C., & Weidenman, L.E.(1988). **The Special Child: A Source Book for Parents of Children with Developmental Disabilities**	**Part II - Common Problems and Disabilities in Children with Special Needs; Part III - Inherited and Acquired Developmental Disabilities; Part IV - Special Care for Your Child: Procedures, Appliances, and Medical and Surgical Procedures**	**This is a home resource text for parents (others) regarding developmental disabilities.**
Shephard, L. (1981). **Parent's Helper: For Parents of Childrfen Ages: 1-5**	**Chapter 2 - How and What Children Learn; Chapter 3 - Sample Learning Activities/Opportunities**	**This book includes ideas to assist parents to help children practice skills at home.**
Shand, M., Sarka, P., Lewis, S., Williams, R., & Provison, C. (1988). **Teacher's Mailbox**		**This is a collection of reproducibles to facilitate communication between home and school.**

5. Family Focused Intervention (Continued)

Title of Reference	Where in the Reference	Comments
Sarka, P.R. (1991). **Parents on Your Side: Resource Materials Workbook**		This hands-on materials book is a companion to Lee Canter's **Parents on Your Side**. It offers a step-by-step program for teachers to develop skills to work effectively with parents.
Parks, S. (1984). **HELP: When the Parent is Handicapped**		This text accompanies the **HELP** and provides strategies for working with parents who have intellectual challenges.
Jaeger, L. (1987). **Home Program Instruction Sheets for Infants and Young Children**		This notebook includes a collection of exercises for use with infants and young children with motor dysfunctions.

6. Evaluation of Child and Family Outcomes

Title of Reference	Where in the Reference	Comments
Bailey, D.B., & Wolery, M. (1989). **Assessing Infants and Preschoolers with Handicaps**		This textbook covers assessment across developmental domains.
Willoughby-Herb, S.J., & Neisworth, J.T. (1983). **HICOMP Preschool Curriculum**	**HICOMP** contains a **Curriculum Guide; Assessment for Placement and Instruction; Developmental Activities Handbook; Track Record**	The HICOMP is designed to assist with over-all educational programming for children with and without disabilities, planning day-to-day learning experiences, and recording and evaluating children's progress.
Johnson-Martin, Atlernmeier, S.M., and Hacker, B. (1990). **The Carolina Curriculum for Preschoolers with Special Needs(CCPSN)**		This guide provides detailed teaching and assessment techniques for working with children between the developmental ages of 2 to 5. The CCPSN expands 5 domains into 25 subdomains.

6. Evaluation of Child and Family Outcomes (Continued)

Title of Reference	Where in the Reference	Comments
Santa Cruz County Office of Education **HELP for Special Preschoolers: Assessment Checklist**	Developmental areas included in the **HELP** are: **Self Help, Motor Development, Communication/Language, Social,** and **Learning Cognition.**	This checklist covers over 600 skills in 28 developmental areas.
Brigance, A.H. (1985). **Readiness: Strategies and Practice**		This reference offers teaching activities, techniques and materials to teach or strengthen readiness skills that are commonly included in kindergarten. Appropriate for children who are developmentally from 4 to 6 years of age.
McGinnis, E. & Goldstein, A.P.(1990). **Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child**		This reference provides strategies and techniques for individual and group instruction of prosocial skills.

Self-Instructional Curriculm Module

Level of Knowledge: Working/Practical

Title of Reference	Where in the Reference	Comments

Level of Knowledge: Expert

1. Model Intervention Programs and Service Delivery Options

Title of Reference	Where in the Reference	Comments
Gaetz, J., and others (1987). **To Be The Best That You Can Be: A Self-Study Guide for Early Childhood Special Education Programs and Staff**	Sections include: **Necessary Relationships; Eligibility for Services; Program Specifics** pages 19-29; **Physical Environment; Staff-Child Interaction; Administration; Self-Study for the Early Childhood Special Education Teacher**	This self-study guide helps users to evaluate their program's strengths and weaknesses.
Arambarri, N., Brown, C., Bostick, M., Carter, R., Jones, J. (1990). **Best Practice Guidelines for Idaho Early Childhood Special Education Programs: A Self-Study Guide**	Sections include: **Interagency and Family Relations; Child Identification; Evaluation/Assessment; Program Delivery Models and Related Services** pages 23-33; **Physical Environment; Curriculum; Administration of the Program**	This self-study instrument helps users to assess both strengths and areas for improvement in their ECSE programs.
Lewis, L. (1989). **We're In This Together (WIT): A Resource Manual for Integrating Young Handicapped Children**	Training materials for in-servicing preschool staff involved in integration **Session 1 - Preparing the Environment for a Child with a Handicapping Condition; Session 2 - Teaching Strategies; Session 3 - Behavior Management; Session 4 - Dealing with Parents; Session 5 - Handicapping Conditions**	The WIT is an in-service training manual to assist with the preparation of general early childhood personnel to integrate children with disabilities into their programs. Specific target audience: Integration Coordinators

1. Model Intervention Programs and Service Delivery Options (Continued)

Title of Reference	Where in the Reference	Comments
Odom, S.L. & Karnes, M.B. (1988). **Early Intervention for Infants and Children with Handicaps**	**Chapter 14** - Odom, S.L., & McEvoy, M.A. **Integration of Young Children with Handicaps and Normally Developing Children** pages 241-266	Chapter 14 covers integration, program outcomes, and parent and teacher attitudes toward integration. This reference textbook is also helpful across all Content Areas at the Expert Level.
Meyen, E.L., Vergason, G.A., & Whelan, R.L. (1988). **Effective Instructional Strategies for Exceptional Children**	Warren, S.F., Alpert, C.L., & Kaiser, A.P. **An Optimal Learning Environment for Infants and Toddlers with Severe Handicaps** pages 139-156	These authors describe the Optimal Learning Environment Model at Vanderbuilt.
Institute for the Study of Developmental Disabilities (ISDD) (1991). **Best Practices in Integration: Training Materials for Early Childhood Special Education Personnel**		The BPI includes training materials used during an in-service session conducted in Evansville, IN during May 1991.
Andrews, S.A. (Fall, 1989). Changing theoretical view and treatment approaches. **Topics in Early Childhood Special Education**	Journal article	

1. Model Intervention Programs and Service Delivery Options (Continued)

Title of Reference	Where in the Reference	Comments
Bailey, D.B. et al. (Summer, 1990). Mainstreaming revisited. **Topics in Early Childhood Special Education**	Journal article	
Bruder, M.B.et al. (Winter, 1990). Transition. **Topics in Early Childhood Special Education**	Journal article	
Hanline, M.F. (Fall, 1990). A consulting model for providing integration opportunities for preschool children with disabilities. Journal of Early Intervention, 14:4. pp. 360-366.	Journal article	This article describes Project STIP (Supported Transition to Integrated Preschools).

Level of Knowledge: Expert

2. Environmental Characteristics and Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Bredekamp, S. (1987). **Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8**	**Part 8 - Informing Others about Developmentally Appropriate Practice** pages 83-87	
NAEYC, National Association of Early Childhood Specialists and State Departments of Education (1991). **Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8.** Young Children, 46:3, 21-39.	Journal article	**These guidelines provide guidance in planning appropriate early childhood curriculum and conducting assessment activities.** **This journal article is helpful across all Levels of Knowledge for curriculum and assessment.**
McDonnell, A., & Hardman, M. (1988). **A synthesis of "best practice" guidelines for early childhood services.** Journal of the Division for Early Childhood, 12: 4, 328-341.	Journal article	**These authors define exemplary early childhood special education services that are (a) integrated, (b) comprehensive, (c) normalized, (c) adaptable, (d) peer and family-referenced, and (e) outcome-based.** **This journal article is helpful across all Levels of Knowledge.**

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Harms, Clifford, & Cryer (1988). **Introduction to ECERS: Trainer's Audio-Visual Kit**	Filmstrip and Audio Tape	This kit offers training activities to help prepare teachers to use the ECERS reliably.
Dodge, D.T. (1991). **The New Room Arrangement As A Teaching Strategy**	Videotape	This 15 minute video comes with strategies to conduct 3 worshops (1) How the Environment Can Discourage Learning, (2) How the Environment Can Encourage Learning, and (3) Explaining the Learning Environment to Parents.
Dodge, D.T., Koralek, D.G., &Pizzolongo, P.J. (1989). **Caring for Preschool Children (Vol. I &II): A Supervised, Self-Instructional Training Program**	Volume I contains 6 modules (1) **Safe**, (2) **Healthy**, (3) **Learning Environment**, (4) **Physical**, (5) **Cognitive**, and (6) **Communication**. Volume II contains 7 modules (7) **Creative**, (8) **Self**, (9) **Social** (10) **Guidance**, (11) **Families**, (12) **Program Management**, and (13) **Professionalism**.	These modules contain self-instructional activities, readings and worksheets which are organized around the Child Development Associate (CDA) Competency Standards and parallel the **Creative Curriculum.**

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Dodge, D.T. (1990). **A Trainer's Guide to Caring for Preschool Children**	Sections include: **What You Need to Know to Implement the Training Program; Overseeing the Training Program; Assessing Each Teacher's Progress**	This guide describes the trainer's role in guiding teachers through each learning activity, suggests ways to provide feedback, and contains knowledge and competency assessments for each module.
Hohmann, M. (1983). **A Study Guide to Young Children in Action**		This study guide provides active learning experiences to give practitioners an in-depth understanding of the Cognitively Oriented Curriculum.
High Scope Educational Research Foundation (1977). **Arranging The Classroom: Case Study of the High/Scope Preschool**	Filmstrip and Audio Tape	This training tape shows how to arrange a High/Scope classroom.
High Scope Educational Research Foundation (1989). **Program Implementation Profile (PIP) Manual**	The PIP has 30 items which are divided into 4 sections: **Physical Environment; Daily Routine; Adult-Child Interactions; Adult-Adult Interactions.**	The PIP is an instrument for rating the level of implementation of the High/Scope Curriculum in a variety of settings.

2. Environmental Characteristics and Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
High Scope Educational Research Foundation (1990). **The Daily Routine: A Day at the High/Scope Preschool** High Scope Educational Research Foundation (1989). **Support ing Children's Active Learning: Teaching Strategies for Diverse Settings** High Scope Educational Research Foundation (1989). **The High/Scope Curriculum: The Plan-Do Review Process**	Videotape Videotape Videotape	These 3 videos assist users to implement the High/Scope Cognitively Oriented Curriculum.

Level of Knowledge: Expert

3. Methods for Specific Disabilities, Individualized Planning and IEP Development

Title of Reference	Where in the Reference	Comments
Bagnato, S.J. et al (Spring, 1989). Neurological and related impairments. **Topics in Early Childhood Special Education**	Journal article	
Neisworth, Willoughby-Herb, Cartwright, & Laub (1980). **Individualized Education for Preschool Exceptional Children**		This reference covers individualization and teaching methods for implementing IEP's.
Musselwhite, C.R. (1986). **Adaptive Play for Special Needs Children: Strategies to Enhance Communication and Learning**		This textbook offers practical strategies for adapting curriculum to meet the special needs of young children with disabilities.
Reid, P. **Developing Functional IEP's in a Collaborative Process**		This author examines the benefits of functional vs. traditional IEP's.

Level of Knowledge: Expert

3. Methods for Specific Disabilities, Individualized Planning and IEP Development (Continued)

Title of Reference	Where in the Reference	Comments
Strickland, B.B., Turnbull, A.P. (1990). **Developing and Implementing Individual Education Programs**		This textbook offers strategies for implementing individualized educational plans.

Level of Knowledge: Expert

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum

Title of Reference	Where in the Reference	Comments
Bricker, D.D. (1989). **Early Intervention for At-Risk and Handicapped Infants, Toddlers, and Preschool Children**		This textbool offers a cognitive learning theory perspective by combining theories of normal development and systematic instruction.
Odom, S.L. & Karnes, M.B. (1988). **Early Intervention for Infants and Children with Handicaps**	**Chapter 7** - Wolery, M.R., & Brookfield-Norman, J.**(Pre)Academic Instruction for Handicapped Preschool Children** **Chapter 8** - Strain, P.S., & Kohler, F.W. **Social Skill Intervention with Young Children with Handicaps: Some New Conceptualizations and Directions** **Chapter 9** - Fewell, R.R., & Kaminski, R. **Play Skills Development and Instruction for Young Children with Handicaps**	These chapters address research on instruction or intervention practices within developmental skill domains. This reference textbook is also helpful across all Content Areas at the Expert Level.
Cryer, D., & Harms, T. (1991). **Raising America's Children-A Study Guide to Accompany the Video Series**	Study Guide	This study guide offers for each of the 10 videos (a) a viewer's guide, (b) follow-up readings, (c) activities to try with children, and (d) observation activities.

Level of Knowledge: Expert

4. Methods for Systematic Instruction within a Developmentally Appropriate Curriculum (Continued)

Title of Reference	Where in the Reference	Comments
Dodge, D.T. (1988). **A Guide for Supervisors and Trainers on Implementing The Creative Curriculum for Early Childhood**	**Part 1 - Supporting Staff on Implementing the Creative Curriculum; Part 2 - Workshops on the Creative Curriculum**	**This guide offers techniques for supervising the implementation of The Creative Curriculum which is based on child development theory.**

Level of Knowledge: Expert

5. Family Focused Intervention

Title of Reference	Where in the Reference	Comments
Odom, S.L. & Karnes, M.B. (1988). **Early Intervention for Infants and Children with Handicaps**	**Chapter 11** - Barber, P.A., Turnbull, A.P., Behr, S.K., & Kerns, G.M. **A Family Systems Perspective on Early Childhood Special Education**	Chapter 11 delineates a conceptual framework for understanding family systems, and provides case studies of individual families.
Bendell, D., et al. (Winter, 1989. Families in special education. **Topics in Early Childhood Special Education**	Journal article	
Able-Boone, H., et al. (Winter, 1991). Gathering family information: Procedures, products and precautions. **Topics in Early Childhood Special Education**	Journal article	
Falvey, MA.(1989). **Community-Based Curriculum: Instructional Strategies for Students with Severe Handicaps**	**Chapter 2** - Falvey, MA, Haney, M. **Partnership with Parents and Sgnificant Others**	This chapter offers both a theoretical basis for parent/professional cooperation and practical strategies to set-up and maintain the cooperative relationship.

5. Family Focused Intervention (Continued)

Title of Reference	Where in the Reference	Comments
Babbitt, R.L., et al. (Fall,1990). Judgment-based assessment. **Topics in Early Childhood Special Education**	Journal article	
Lyons, P., Robbins, A. & Smith, A. (1982). **Involving Parents: A Handbook for Participation in Schools**	A resource guide and self-assessment manual are included in the handbook.	This book describes successful parental involvement practices in each of 5 functional areas and presents implementation activities.
Turnbull, A.P. & Turnbull, H.R. (1986). **Families, Professionals, and Exceptionality: A Special Partnership**		This text discusses how families, people who are exceptional, and professionals can work together more effectively.
Powell, D.R. **Families and Early Childhood Programs**		This reference is a monograph offered through NAEYC.
Flynn, N.,Anderson, W., Beckett, C., Chitwood, S., Fluke, D., Gajda, M., Hayden, D., Maloney, V., Durgin, J. **The Partnership Series**	10 Worshops with a Trainers' Manual and Participant Materials	This reference contains materials to conduct parent-professional in-service training for teachers, administrators, and support service personnel.

5. Family Focused Intervention (Continued)

Title of Reference	Where in the Reference	Comments

6. Evaluation of Child and Family Outcomes

Title of Reference	Where in the Reference	Comments
Odom, S.L., Karnes, M.B. (1988) **Early Intervention for Infants and Children with Handicaps: An Empirical Base.**	**Chapter 3** - Casto, G.**Research and Program Evaluation in Early Childhood Special Education.** pp. 51-62	Casto examines the relationship between traditional research methodology and program evaluation.
Wachs, T.D., & Sheehan (1988). **Assessment of Young Developmentally Disabled Children**		
Linder, T.W. (1990). **Transdisciplinary Play-Based Assessment**		
NAEYC, National Association of Early Childhood Specialists and State Departments of Education (1991). **Guidelines for appropriate curriculum content and assessment in programs serving children ages 3 through 8.** Young Children, 46:3, 21-39.	Journal article	This article provides guidance in appropriate early childhood curriculum and assessment. This journal article is helpful across all Levels of Knowledge for curriculum and assessment.

6. Evaluation of Child and Family Outcomes (Continued)

Title of Reference	Where in the Reference	Comments
Horner, R.H., Meyer, L.H., & Fredericks, H.D.B. (1986). **Education of Learners with Severe Handicaps: Exemplary Service Strategies**	**Chapter 3** - Strain, P.S., & Odom, S.L. **Innovations in the Education of Preschool Children with Severe Handicaps** pages 61-98	
Bickman, L., & Weatherford, D.L. (1986). **Evaluating Early Intervention Programs for Severely Handicapped Children and Their Families**		
Goetz, J., et al. (1987). **To Be The Best That We Can Be: A Self-Study Guide for Early Childhood Special Education Programs & Staff**		See SIM Expert Level #1 for a description of sections included in this self-study guide.
Bagnato, S.J., & Neisworth, S.J. (1981). **Linking Developmental Assessment and Curricula: Prescriptions for Early Intervention**		

Level of Knowledge: Expert

Title of Reference	Where in the Reference	Comments